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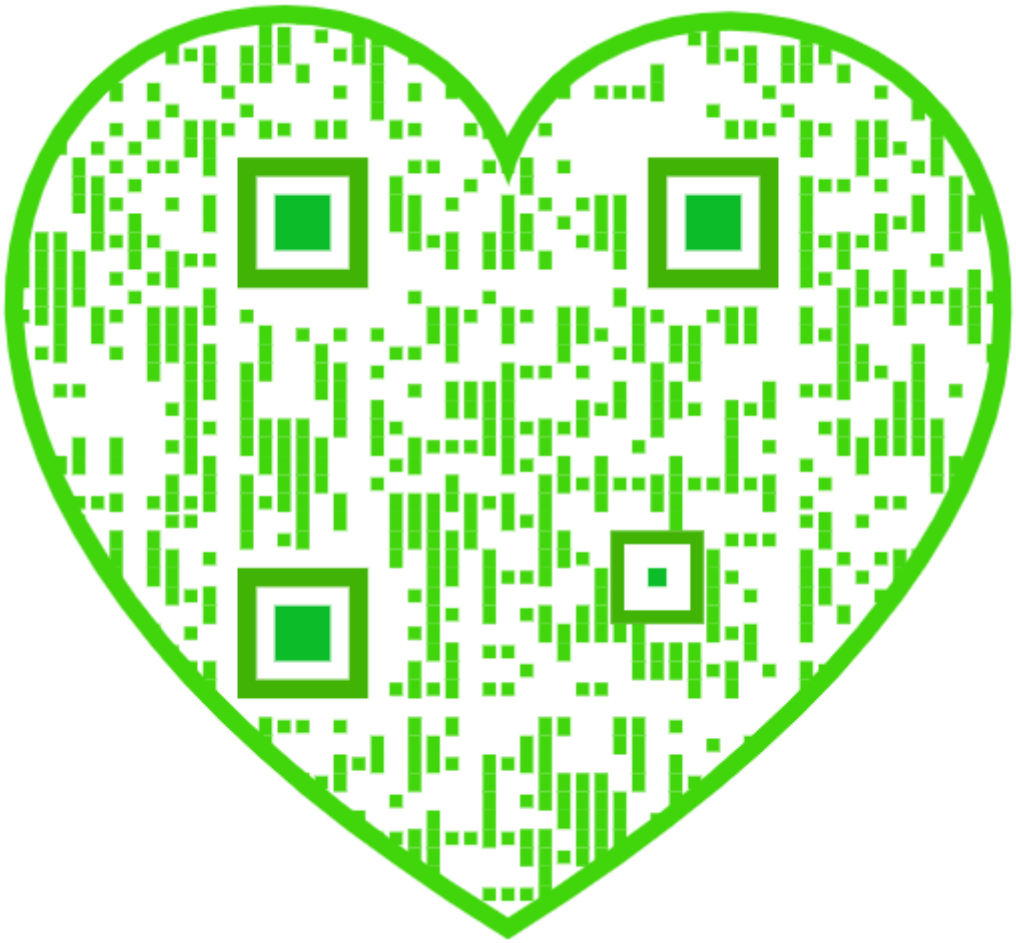

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A SYSTEM

OF

SIMPLIFIED SHORTHAND

BY

JOHN R. RANKIN.

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INDIANAPOLIS.
1880.

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INTRODUCTION.

The author is saved much of the trouble of writing an introduction by reproducing the following extract from an article on shorthand published some years ago in the *New York Sun:*

"From all parts of the country, and almost every day, letters are received by the *Sun* inquiring which is the best system of stenography. The question is difficult to answer. There is a great deal of printed humbug about shorthand. Up to the present time there has never been anything like a perfect system published. It is really a very imperfect art. Many of the books and pamphlets on the subject are mere catchpennies, calculated to deceive the public by creating the impression that anybody can learn in a few months to report a sermon, a lecture or a case in court. A considerable number of young lawyers and medical students have lost much valuable time fooling with phonography under this delusion. After a great deal of trouble almost every one of these young gentlemen has been disappointed by discovering that in this matter a little learning is a dangerous thing, and that the ordinary long hand is far better for his purpose, because he can at least read his notes. Stenography, when only partially mastered, is utterly worthless. As one of its most celebrated students has said, 'There are two great difficulties in the thing—one is to write it, and the other is to read it after it is written.' It takes at least two years of hard work for anybody of ordinary ability to learn a good system. Naturally, then, for those who do not intend to make a business of it the question arises, is the game worth the candle? It has often been predicted by phonographic fools that in this age of progress, steam and electric telegraph, the present style of writing will soon be abandoned, and shorthand universally adopted—an idea that nobody but a lunatic would entertain for a moment. It is an amusing fact that the very systems which are claimed to be the very perfection of writing, so far from being fitted for general use, are extremely poor material for ordinary note-taking. Singularly enough, the greatest enthusiasts in phonography are, generally speaking, the most incompetent wri-

ters. Some of their exploits are on record among reporters. Several years ago an eminent lawyer hired one of these professors to take testimony in an important case. The transcribed minutes astonished him. A 'patent' was converted into a 'potentate;' a 'solid frame' was turned into an 'isolated farm;' the 'finances of this country' were set down as the 'Fenians in this country;' 'clerks and bartenders' were made into 'clocks and barometers,' and the question, 'Were you in the habit of visiting the house?' was written, 'Were you in the habit of fastening the hose?' Columns of such examples might be given, all going to show that when we abandon the present style of writing and take to phonography we shall at least have fun. Ridiculous blunders are sometimes made even by smart stenographers when they attempt to report mechanically and allow their minds to wander a moment from the context. Stenography can never be generally used for the simple reason that as to words it is a mere skeleton map, and *requires too much precision in the formation of characters.* Thus far all efforts to make it as legible as ordinary writing have failed. With this view some bad systems have been improved and some good ones spoiled by tinkering. Expert shorthand writing, however, depends more upon the method of writing it, and the attention and judgment of the writer, than upon the system. In other words, a good reporter would work about as well with one system as with another, and very rapid phonographers sometimes use very clumsy systems."

The foregoing is but a fair statement of the defects of the present system of shorthand, and that it will never be generally adopted is conclusively proved by its limited use at the present time. But imperfect as it is, the professional shorthand reporters have so thoroughly mastered it, and so disciplined their memories, that by making it their life-work, they have made it answer for verbatim reporting. But this proficiency has been acquired in almost every case at the expense of every other pursuit. It is plain, therefore, that the system can never be universalized. The idea of making it universal is no more possible than making the professions of law and medicine universal. One profession thoroughly mastereed is enough for one person, and when every one becomes his own doctor, lawyer, etc., then it may be expected that every one will be his own phonographer—that is, under the present system.

The shortcomings of phonography have been well considered and, the author believes, rectified. The judgment of the public will test the validity of this belief. The advantages claimed for the system hereby introduced are—

1. It is from one-fourth to one-third shorter than the ordinary phonography.

2. Its legibility is so perfect (the component parts of the words being given so fully) that no difficulty will ever be experienced in reading it when it is written with ordinary care.

3. It is so easily comprehended that the pupil's mind will be but slightly diverted from any other study.

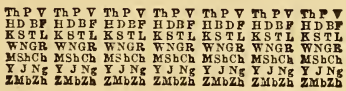
This system has not been invented long enough to get an accurate estimate of its possibilities; but anyone raising this question is recommended to apply the following test: After it is understood let the student write a particular piece of language until he can make the marks without mental effort, or, in other words, without hesitation. It will then be seen that wonderful speed can be attained when it can be written with as little thought or hesitation as is used in writing the long hand, or in writing shorthand by the professional phonographer. Then, again, its simplicity and legibility will render it practicable for general purposes.

In submitting this system of shorthand to the public the author trusts that he has supplied a long-felt want.

CHAPTER I.

FIRST PRINCIPLES.

There is required for this system prepared paper. This is paper with the twenty-four consonants printed in sets, in lines, across the paper. Thus:



These consonants are printed in orange, yellow, or some color different from the color of the ink used in writing. The outlines of words are indicated by marks on these consonants. When a mark begins on one consonant and ends on another there is included in the word only the consonants on which it begins and ends—not the consonants which it *goes over*. Thus, if the outline of the word "were" is to be given, a mark is made beginning on W and ending on R, and

although the mark goes over N and G, these two consonants have nothing to do with the word. If the outline of "which" is desired, the mark commences on W and ends on Ch. It will be perceived that "wch" is also the outline of the words "watch" and "witch," and without the vowels (the use of which will be explained hereafter) these words are distinguished by the sense, or the relation which they bear to the language in connection with which they are used. This manner of distinguishing words will be found sufficient for all the common one-syllable words of the language. A line from H to D indicates "had," "head," "ahead" or "heed;" from Th to T, "that" or "thought," and so on. If three consonants *in line* with each other are to be used in one word, it will not answer to make a straight mark from the first to the last; curved marks must be used. If the outline of the word "winner" (WNR) is desired, a curved mark from W to N is made and, then another curve to R, giving a mark like this, . The point where the two curves meet shows that the consonant on which this point rests is included in the word. In the word "manner" the outline is MNR, and should be indicated by a mark like this, , the point resting on N. In the word "manly" a mark like this, .

It may be convenient sometimes to make a mark to the left. If the outline of the words "fit," "fought" or "fight" (FT) is needed, instead of making a mark from the F in one set to the T in another set, a mark from F to T in the same set, downward to the left can be made. Marks of this kind should be heavy, to show that they begin at the top. Otherwise, there might be confusion by reading from the bottom.

It is very frequently necessary in spelling a word to draw a line from a consonant in one set to a consonant in another. Thus, in the word "deed" (DD) a mark may be drawn from the D in one set to the D in another. The same process can be used in "none" or "known" (NN.) But a consonant may be doubled by making a parallel tick alongside the mark on the consonant which is repeated. Thus, in spelling the outline of "people" (PPL), instead of drawing a line from the P in one set to the P in another, the outline is made in this manner, ; or, in giving the outline of the word "unknown" (NNN), a line is drawn from the N in one set to the N in another, with the parallel tick on the first N, thus, . Any

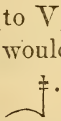
consonant may be doubled in a like manner. Two parallel horizontal dashes on a consonant also indicate doubling. Such words as "deed" (DD) or "none" (NN) may be expressed by similar marks made on D or N; thus, =.

When con, com or cog are used after the first syllable in a word, they are expressed by a small curve on the consonant that commences the word. Thus, in the word "reconcile," instead of marking the consonants RKNSL, a mark beginning with a little curve is made from R to S and then to L, like this, . When that curve begins a mark it indicates that con, com or cog follows the consonant on which it is written. This mark is used in such words as "uncongenial," "incompatibility," "incompetent," "unconstitutional," "recognize," etc.

CHAPTER I.

MISCELLANEOUS DIRECTIONS.

When a mark ends with a cross tick or dash, it indicates that t, et, d or ed is added (t or et when the tick is light, and d or ed when heavy.) A mark thus, beginning on H and ending on L, with the cross-tick as described, (HLT), indicates the word "halt."

When the cross-tick is heavy, the outline of "hold" or "held" is given. When a mark ends with two cross-ticks they express, when light, tet or tate; a light and a heavy cross-tick indicate ted, ated or eted; when both cross-ticks are heavy, ded, eded or aded. A mark from S to L, and then to V, ending with two cross-ticks, one light and the other heavy would express SLV-ated (salivated.) The mark would be like this,  .

Ng has also the sound of Nk, and Mb that of Mp.

A small circle at the beginning or end of a mark indicates the addition of S, . When this circle at the commencement of a word is *above* the (horizontal or sloping) mark the S comes *before* the consonant on which it is made. Thus, in the word "snare" (SNR), the mark commencing on N and ending on R, would be like this, . But if the S-circle is *below* or *under* the

mark ( ), beginning on N and ending on R, it signifies that N comes before the S, and the outline of "ensnare," "no, sir" or "answer" (NSR) is given.

When marks are as follows the S comes *before* the consonant on which the circle is made: Going downward, ; upward, .

When made as follows, S comes *after* the consonant on which the circle is written: Downward, ; upward, .

An S-circle at the end of horizontal marks comes *before* the consonant on which the S-circle is made when the circle is *above* the the consonant-mark. Thus, if a horizontal mark is from R to N, with the circle at the end above the mark ( ), we have RSN (reason); but if the mark is drawn from R to N with the S-circle at the end *below* the mark ( ), we have RNS (rains). If the mark is upward from Ch to L, with the S-circle on the right ( ), CHLS (chills) is expressed; but when the S-circle is on the left ( ), ChSL (the outline of "chisel") is given. Therefore, when vertical upward marks end with the S-circle *on the right* the S comes *after* the consonant on which it is written, and when the S-circle is *on the left* it comes *before* the consonant on which it is written. In sloping marks with S-circles at the end, the S comes after the consonant when written below the mark ( ), and before the consonant when written above the mark ().

The S-circle is also frequently written in the center of a consonant mark, as in LKsNG-ton (Lexington.)

A large circle at the beginning or end of a mark ( ) indicates SS, and is used in words beginning or ending with such syllables as sus, ses, zes, etc.

Where a hook commences a mark L or R is thereby expressed. Thus, if a mark is made from B to K like this, , it is the outline of "black" or "block" (BLK), when the hook is above or on the right of the mark. With the hook under, or on the left—thus, —running from B to K, the outline of "brick" or "break" (BRK) is given. When the mark is upward, either vertical or sloping to the right, the the L hook is on the left—thus, —and the R

hook on the right—thus, . L and R in these hooks are always sounded after the consonant on which the hook is written; thus—Tr, Dr, Br, Tl, Dl, Bl, etc.

In horizontal marks L is expressed when the hook is up ( ), and R when the hook is down ( ).

Consonant-marks are made horizontal, vertical or sloping to the right, upward or downward, but in exceptional cases a stroke to the left is allowable. Vertical marks when heavy are read from the top, and when light are read from the bottom. Thus, a heavy mark from K to M expresses the out line of "come" or "came" (KM), and when the stroke is light M comes before K, and the outline of "make" or "meek" (MK) is given.

[NOTE.—The word "mark" signifies the mark used to express consonants as distinct from the vowel, prefix and affix marks.]

CHAPTER III.

PREFIXES AND AFFIXES.

Prefixes and affixes are used with the marks in order to secure greater brevity. They express the most common syllables of the language and are arbitrary.

Prefixes.

A dot at the beginning of a mark indicates con, com or cog; thus, .

When con, com or cog follow the first consonant of a word they are indicated by a curved mark at the beginning; thus, .

Miscon, .
Sol, sel, sal, .
Ex, ax, cus, cas, etc., .
In, en, un, an, on, .
Sin, sun, son, cen, sen, san, .
Inter, intro, enter, .
Tut, tat, tit, etc., .
Noncon, noncom, .
Re, ri, ro, ra, ru, .
Can, coun, ken, kin, .
Counter, contra, contro, .

Unrecon, unrecom, unrecog, unre, .
Tes, ; des, dis, etc., if heavy.
Pre, per, por, pri, pru, .
Sis, sys, sas, sus, etc., .
T, te, tu, etc., ; de, di, .
(When these prefixes come before the L or R hook they are written *before* the mark; otherwise they are written *on* the mark, as above.)

Affixes.

Ble, bly, able, —.
Bleness, wardness, ness, nace, etc., —o.
Ology, mark to J.
Ship, ish, tious (shus), —a.
Ter, der, —.
Lty, ility, ality, —.
Sed, zed, ized, essed, etc., —x.
En, ain, on, ion, etc., —.
Ent, ant, ened, and, etc., —.
Ful, fully, fil, —o.
Fy, vy, ive, —.
Ver, vers, verse, —.
Ds, des, dies, etc., —.
Ts, tes, ties, etc., —.
Ives, vies, fice, etc., —.
Ber, —; bered, —.
Ic (ick), oc (ock), —.
Ment, —; mend, mond, etc., if heavy.
Tion, sion, —.
Ens, ance, ence, ants, ents, —; heavy, ends, ands.
Cle, cal, kle, gal, —; cally, gally, etc., —.
S, es, os, us, ious, ordinary S-circle attached to mark.

Ple, ply, pal, —.
Lessness, someness, —.
Ses, zes, cess, esses, sizes, —.
Self, selves, —.
Ever, soever, —.
Tered, dered, —.
Tle, tly, —
Er, or, ure, ry, ary, ury, etc., —.
Ing, —. ; ings, —. .
Rty, arity, erity, —.
Cus, cas, cks (ex), —.
Est, ist, set, st, etc., —.
Ending, anding, unding, withstanding, —o.
Vel, val, ville, etc., —.
Ls, less, lies, els, als, etc., —.
Al, el, ly, ally, —; elled, lt, ld, etc., —-.
Mental, mentality, —.
Rt, rd, eret, ered, —.
T, et, ty, ate, ite, —; d, ed, dy, ade, ide, —; ted, ated, eted, ited, —; tute, tate, etc., —; ded, eded, aded, ided, oded, —.
Ism, asm, —\ .
Ten, ton, town, etc., —: .
Sel, sal, etc., —.

The prefixes and affixes always occupy relatively the same position to the consonant-marks, whatever direction the marks may have, that they do in the illustrations.

When the prefixes and affixes are separate from the consonant-marks they have nothing to do with the consonants on which they (the prefixes and affixes) are written.

It is sometimes necessary to added an affix to an affix. This is done by writing the second affix immediately after and very close to the first. The ly sign is probably most frequently used in this way. Ed is also added by writing a short dash (heavier than the ly dash—thus, ı) after an affix, transversely with the consonant-mark.

When it is necessary to add an s to pluralize an affix, it is done by writing a circle (∘) after and very near the affix; but this is done only when the plural cannot be expressed otherwise.

Some of the affixes written on the consonant-marks will, in some cases, have to be separated. No confusion will result from their similarity to other affixes if the sense is observed.

When st comes after an affix, or when it cannot well be written in the manner prescribed, it is expressed by a two parallel dashes written transversely with the consonant-mark; thus, ——||.

Where a syllable like gy, ogy, idge or age ends a word, and it is inconvenient to make a mark to J, it is indicated by two dots at the end and in line with the consonant-mark; thus, —— ··.

When a syllable like ion, en or an comes after an affix, or when it is inconvenient to write it as directed, it is indicated by a figure eight at the end; thus, ——8.

CHAPTER IV.

VOWELS.

The prepared paper contains only the twenty-four consonants. The application of the vowels will now be considered. In rapid writing the vowels are generally omitted, but when absolute legibility is desired they must be inserted. The system of vocalization herein adopted is like that used in phonography. Vowels are of three kinds—first-place, second-place, and third-place. To explain them they will be used in connection with the phonographic T, which is a vertical light mark; thus, |. Three dots beside a T—thus, ⋮|— are first, second and third-place vowels, numbering from the top. The vowel in the first place has the sound of ee, and if used alone with the t beside which it is placed would give the word "eat." The middle or second-place vowel has the sound of a as in ale, and if used alone with the t would give the word "ate." The bottom vowel has the sound of a as in arm, and the three are pronounced ee, a, ah. There are also three other vowels similarly placed which are lighter, ⁞, and produce when used with t the sounds—first-

place, it; second-place, et, and third-place at (as in ask.) There are other vowels represented by dashes; thus, . The first-place is pronounced awe, the second o (like owe), and the third-place oo, as in food. Then, again, there are similarly shaped vowels, but made of lighter dashes; thus, . The first is o, as in on; the second u, as in up; and the third oo, as in foot. As it is difficult to pronounce them unless used in connection with t, or some other consonant, they may be fixed in the mind by being named respectively ot, ut, oot, being used for convenience, in this case, with the consonant t; and, of course, they have relatively the same sound when used with any any other consonant. These vowels have relatively the same position when used in connection with marks of a different direction.

I, as in isle, is written thus, ; oi, as in oil, or oy, as boy, thus, ; ou, as in out, or ow, as in now, is thus, ; ew, as in dew, or ue, as in due, thus, . Of course, they are used on either side of vertical and above or below horizontal or sloping marks as the particular case in which they are used may require. *These last four signs* (called close-diphthong signs) *always have the same position, whatever the position of the consonant-mark may be. For example, the point of the "I" sign is always down; the point of the "oi" sign is always up; the "ow" sign is alawys vertical and horizontal to the right, and the point of the "ue" or "ew" always to the right.* These vowles, when used with single consonants, are written on the latter. If the word "isle," for example, is wanted, the vowel-mark is written on L; if "oil," the oi on L; if "out," the ou or ow on T; if "cow," the ou or ow on K; if "dew" or "due," the ew or ue on D. There need be no way to tell whether the vowel or consonant comes first, because the sense will decide. If the word "idea" is needed, an I-sign on the D will answer, but two dots on the right of the i may be added if there is no cause for speed. I on D would also express "die" if the context required the word.

When a vowel comes before the first consonant of a mark it is placed, when the mark is horizontal, *above* the mark, and is either a first-place, second-place or third-place vowel according to position, being numbered *from the left or beginning* of the mark.

When a vowel comes after the last consonant of a horizontal mark it is placed below, and numbered from the left as before explained.

In all vertical or sloping marks the vowels are placed on the *left* when they come before the consonants, and on the *right* when they come after the consonants.

When a vowel comes *between* the two consonants of a mark it is written very near the mark if a dot-vowel, and *on* or very near the mark if a dash-vowel; thus, , , , . They can be used on either side of a mark, according to convenience, but are numbered from the beginning of the mark. When vowels come before the first, or after the last, consonant of a mark, their distance from the mark is about as follows: , , , .

For many small words it will be necessary to write the vowels on the consonants without any other marks. In the case of the dot vowels there are two methods of affixing them. In the first method the dots are put on the left side of the consonant when they come *before*, and on the right side when they come *after* the consonant. They are numbered from the top, first-place, second-place or third-place. Thus, if the word "he" is wanted, a heavy dot is made on the upper right hand corner of the H. If the word "in" is desired, a light dot is made near the upper left-hand corner of the N.

The other method of expressing the dot vowels on consonants when used in small words is to make a mark diagonally on the consonant *from the upper left-hand corner toward the lower right-hand corner when it comes before*, and *from the upper right-hand corner toward the lower left-hand corner when it comes after the consonant.* Two of these vowel-marks on N, crossed—thus, ×—would express one light-dot vowel before, and one light-dot vowel after the N, and, consequently, would give "any" or "in a." A light mark of this kind—thus, ⟍—on N would indicate either "in" or "an;" the same kind of a mark on T would indicdte "it" or "at," the right word being known by the sense. If the mark is made thus, ⟋, it indicates one of the light-dot vowels *after* the consonant on which it is written. If made heavy—thus, ⟍—it indicates one of the heavy-dot vowels *before* the consonant on which it is written. If this vowel mark is written on T the word "eat" is given. If made heavy from the upper right corner to the lower left corner—thus, ⟋—

it expresses a heavy-dot vowel *after* the consonant. This mark made on S we have the word "saw" or "sow." To give the word "easy," a cross-mark, light and heavy—thus, ×—is made on Z; but it may on S and express the same word if more convenient.

In the the tick or dash vowels for the small words they are written horizontally on the the consonant when they come before the consonant, and vertically when they come after. If a mark like this, - , heavy, is written on T, we have the word "ought." If written vertically on the T, one of the three words, "taw," "toe" or "too," is given. The same rules govern the light-dash vowels. When speed is not required these dash vowels may be distinguished as first, second and third-place by writing the first-place, when horizonal, near the top, the second-place in the center, and the third-place near the bottom; and in the case of those written vertically, the first-place near the left, the second-place in the center, and the third-place near the right.

The exclamations O! oh! and ah! are indicated by a short vertical mark—thus, ı—on the blank line above the line of consonants on which the writing is in progress. Hence these exclamations always belong to the language immediately below.

In phonography there are W and Y vowel-marks which are used extensively, but which in this system will have an exceedingly limited use on account of the ready manner in which W and Y can be used as initials in the arrangement of the consonant sets. These W and Y vowel-marks correspond with the dot and dash vowels heretefore explained—in fact, they are the dot and dash vowels with W and Y added. They are also made heavy and light like the dot and dash vowels. There are twelve of each. The W vowels are as follows: we, way, wah (first, second and third-place, numbered from the commencement of the mark;) , wau, woe, woo. The next six correspond with the six light dot and tick vowels heretofore given. They are as follows, being pronounced with T for the sake of convenience: , wit, wet, wat (a as in at); , wot, wut, woot (oo as in foot.)

The Y vowels are also twelve in number, and are as follows: . These are identical with the other vowels with the exception of the sound of Y. The first three are

yee, ya (yea), yah; the second three—yau, yo, yoo; the third three (pronounced with T)—yit, yet, yat, and the fourth three—yot, yut, yoot. Observe that the first six are heavy and the latter six light.

These W and Y vowels always occupy one position without reference to the direction of the consonant-marks—that is, a line (imaginary) *from one point of a Y mark to the other point is always horizontal, and a line from one point of the W mark to the other point is always vertical.*

The W vowels, when not initial, are used in such words as "twist," "twine," "tweed," etc., and the Y vowels, when not initial, in such words as "lawyer," "Virginia," etc. They may also be written alone on consonants to express such words as "week," "walk," "yet," "yes," if it can be done with more convenience than using the W and Y printed among the consonants.

On account of the limited use of W and Y vowels their study may be omitted until everything else has been mastered.

When "I," "eye" or "aye" is required a short vertical mark between the sets, between V and Th, will express it. (The joined-I is explained elsewhere.)

CHAPTER IV.

COMBINATIONS, ABBREVIATIONS, ETC.

Combinations and abbreviations will suggest themselves as the student advances, but the most prominent ones will be given in this chapter. "Of the" is expressed by a mark from V to Th; "in the," a line from N to Th, being distinguished from "noth." (nothing) by the sense. "As the," S to Th—S being given the sound of Z in this and many other cases for convenience. "At the," T to Th. "We may;" WM; "We may be," WMb; "we are," WR; "he is," HS; "out of," TF or TV, etc.

The article "a" is expressed by a dot in the space between F and H;" "an" by a dot between L and K, and "and" by a dot between R and W. In rapid writing a dot anywhere between the sets may express "a," "an" or "and." "A," "an" or "and" is also indicated by

a short tick or dash at a *right angle* with a mark, either at the beginning or end; thus, ⌊—, —⌋. "The" or "he" is indicated by an angular tick or dash at the beginning or end of a mark; thus, ←, —→, ↗. The pronoun "I" is also joined to the beginning of a mark by a small curved tick; thus; ⌒—. A mark from H to D beginning thus would express "I had;" from H to V, "I have," etc.

When a word begins and ends with the same consonant, as "error," "roar," etc., and the outline is given by making a mark from the R in one set to the R in another, a cross-mark near the center (—+—) shows that it is a word of two syllables. (The cross-mark can be distinguished from the t or d cross-mark by making it a little longer, and also by writing it near the center of the mark, instead of at the end, as in the case of d or t.) This cross-mark can be used in cases where the outline of a word of two syllables is identical with those of one syllable, as DL—distinguishing dual or duel from deal, etc. It may also be used on any mark that outlines a word of two syllables.

Abbreviations will be necessary occasionally in taking notes, but their use in this system will not be anything near so extensive as in ordinary shorthand. The thing to guard against is abbreviating to such an extent as to endanger legibility, and the time to consider this matter is after the student is able to write any word in the language without any hesitation. A few illustrations are given: Hereafter, hrf; heretofore, hrtf; principle, prn; principles, prns; Heavenly Father, HV FTh; nation or notion, NSh, etc.

Numbers can be expressed by figures on the blank line above, or on the line of consonants in hurried writing; but in some cases they may be spelled out, as FV for "five," TN for "ten," WN THSND for "one thousand," WN MLN for "one million," etc.

Punctuation marks are written on the blank line below the line of consonants on which the writing is in progress.

The outline of "doing" is made by a mark beginning on D and end on Ng; "being," B to Ng; "knowing," N to Ng, etc.

It will sometimes be convenient to express one word with more than one mark, as in the following instances: McGillicuddy, MK GLKD; Pittsburg, PTS BRG; Vicksburg, VKS BRG; Limberger, LM BRGR; nevertheless, NV THLS; notwithstanding, NT WThST, etc. When speed is not required a line should be

drawn over the whole length of these marks, in the blank line above the consonants, to show that they comprise only one word.

A heavy angular dash at the beginning of a mark (/——) indicates al, el, il, ol or ul, and a light angular dash at the beginning of a mark (/——) expresses la, le, li, lo or lu. A dot at the beginning and a little to one side of a mark (.——) signifies ar, er, or, ir or ur. Ba, be, bi, bo or bu is given at the beginning of a mark by a short dash in line with the mark; thus, -——; and ab, eb, or ob at the beginning by two dots, :——. The S-circle, besides pluralizing affixes, sometimes is used to add os, us, ious, etc. When sts, ists or ests finishes a word an affix similar in shape to a figure three is written at the end of the mark; thus, ——3 .

Marks to adjoining letters on the left are allowable—as from L to T for "lot" or "let;" from T to S for "ties" or "it is;" from S to K for "seek" or "soak," etc. These marks are made heavy with an under curve; thus, ⌣ .

"And he," can be expressed by a short horizontal mark beginning in the space between the consonants and ending on H; "and the" or "and they," by a similar mark ending on Th; "and we" or "and why," by a similar mark ending on W. "And I" is indicated by a dot and a short vertical mark under it between the consonants. "In a" or "on a" can be expressed by making a mark to the right beginning on N and ending in the center of the space between the consonants; "of a" by a similar mark beginning on V; "to a" by a mark beginning on T; "is a" or "as a," by a mark beginning on S, and so on.

Proper nouns are indicated, if deemed necessary, by a short horizontal mark on the blank line above the consonants; thus, —.

No success at rapid writing can be made by the student until words can be written *without hesitation*, and this proficiency can only be attained by considerable practice. When a reporter has to occupy his mind with the construction of words, he cannot give full attention to the language of the speaker, and he is certain to become confused.

In practicing let the student write with such accuracy that his notes can be read by others besides himself. Let him also write the characters as near like those in the illustration as possible, and be careful not to make them too large.

Verbatim reporting is only one of the many uses of shorthand.

The ability to take notes with about one-tenth the labor required by long-hand is an attainment of immense value, and when correspondence and other writing can be done in a like manner its value is still more enhanced.

The ability to read this system of simplified shorthand can be acquired in a few hours by those who have not the time or the inclination to give it the requisite amount of practice for the purpose of learning to write it with facility, and it will prove to be a valuable acquirement.

It will be observed that words can frequently be written in different ways. For example, "anxious" can be written by making a mark from N to G, and adding the affix "shus" (NG-shus), or it can be written by making a mark from Ng to Sh and making the S-circle at the end of the mark on Sh (NgShS.) Let the student make it a rule to write every word—unless when hurriedly taking notes—so full and complete that it can be read at a glance.

Each word, when taken in connection with its surroundings, has a shape of its own, and after a time will be known by its shape rather than by the consonants upon which it is written.

It may apper at first very difficult to write some words according to this system, but upon a little reflection the difficulty will disappear. Take the word "legerdemain," for instance, which would appear hard to write. It is made by seperate marks—thus, LJ-er de-MN. "Danielsonville" is another apparently difficult word, but by making separate marks it is easily written—DN-el SN-ville. The outline of "issue" is SY (isyu), and of "issues" SS.

CHAPTER V.

PHONETIC SPELLING.

Mr. Isaac Pittman, of England, the inventor of ponography, in order to simplify spelling as much as possible, rejected "the Roman alphabet as inadequate to represent the sounds occurring in the English language," and reverted "to the idea of the first inventor of the alphabet—the discovery of the elementary sounds, and the selection of an appropriate sign for each." Phonetic spelling is so generally understood that it is deemed unnecessary to give an

elaborate explanation; but a few of its prominent features will be indicated. No double or silent letters are used. Spelling is always according to sound. For instance, instead of spelling "George" in the usual way it is spelled "Jorj," of "uv," and was "wuz," etc.

The following consonants have the same names as in common orthography: P, B, T, D, J, K, F, V, S, Z, M and N. The others are named as follows: G, Gay; Th, Ith or Thee; Sh, Ish or Shay; Zh, Zhay; L, El or Lay; R, Ar or Ray; Ng, Ing or Ink; W, Way; Y, Yay; H, Hay; Ch, Chay; Mp, Imb or Imp.

But remember, these names do not accurately represent the sounds of the consonants. To arrive at the sound indicated by T, pronounce the word "to." The mode of producing the sound indicated by T having been observed, drop the other element, and the sound of T is heard. Give G the sound of g in "gain." (Never pronounce G Jee.) The true sounds of the other consonants are ascertained in a similar manner.

The following reading exercises will probably give the student a clearer insight into phonetic spelling (or more properly shorthand spelling—vowels being generally omitted) than can be obtained otherwise. Abbreviations should not be used to any greater extent than is here adopted except in rapid note-taking, and in general writing it may be well to give some of the words even more fully. The prefixes and affixes, when used, are separated from the other parts of words by hyphens, and spelt in the usual style:

Fr skr and 7 yrs ago our fthrs brt frth pn ths con-tn-ent a nu nshn, con-svd in lb-rty and ded-kt-ed to the pro-ps-tion that al mn ar kr-ted kl. Now we ar en-gjd in a grt svl wr, tst-ing wthr tht nshn—or ani nshn so con-svd and so ded-kt-ed—kn lng ndr. We ar mt on a grt btl fld uv tht wr. We ar mt to ded-kt a pr-tion uv it as the fn-al rst-ing pls uv ths hoo hv gvn thr lvs tht the nshn mt lv. It is al-tgth-er fit-ing and pro-pr tht we shd do ths. Bt, in a lrj-er sns, we knt ded-kt, we knt con-skr-ate, we knt hlo, ths grnd. The brv mn, lv-ing and dd, hoo strg-ld hr, hv con-skr-ted it, fr bv our pr to ad or to de-trkt. The wrld wl vry ltl nt nr lng re-mmb-er wt we sa hr; bt it kn nvr frgt wt tha dd hr. Ts fr us, the lv-ing, rthr, tb ded-ktd, hr, to the un-fn-shed wrk tht tha hv ths fr so nb-ly krd on. Ts rthr fr us tb hr ded-ktd to the grt tsk re-mn-ing bfr us; tht frm ths on-rd dd we tk in-krst dv-tion to that ks fr wch tha hr gv the lst fl mzh-ure uv dv-tion; tht we hr hili re-slv that ths dd shl nt hv dd in vn; tht the nshn shl, nd-er Gd, hv a nu brth uv frdm, and tht gv-ment uv the ppl, bi the ppl, fr the pple, shl nt prsh frm the rth.—[Abraham Lincoln.

I hd a drm, wch wz nt al a drm. The brt sn wz ex-tng-shd, and the strs dd wnd-er drkl-ing in the trn-al sps, ra-ls, and pth-less, and the isi rth swng blnd and blkn-ing in the mn-lss ar; mrn km an went, and km, and brt no da, and mn frgt thr pshns in the drd of ths thr dsl-tion; and al hrts wr chld nt a sl-fish prr for lt; and tha dd lv bi wch frs—and the thrns, the pl-ses uv krn-ed kngs—the hts, the hbt-tions uv al thngs wch dwl, wr brnt for bkns; sts wr con-smd, and mn wr gthr-ed rnd thr blz-ing hms to lk wns mr nt ech thrs fs; hpi wr ths hoo dwlt wthn the i uv the vlkn-os, and thr mntn trch; a fr-ful hp wz al the wrld con-tn-ed; frsts wr st on fr—but our by our tha fl and fd-ed—and the krk lng trnks ex-tng-shed wth a krsh—and al wz blk. The brs uv mn bi the de-spr-ing lt wr an un-rth-ly spkt, as by fts the flshs fl upon them: sm la dn and hd thr iz and wpt; and sm dd rest thr chns pn thr klnchd hnds, and smld; and thrs hrd to and fr, and fd thr fnr-al pls wth fl, and lkd up with md ds kw-tude on the dl ski, the pl uv a pst wrld; and thn agn wth kr-ses kst thm dn pn the dst, and nshd thr tth and hld; the wld brds shrkd, and, trf-ed, dd flt-er on the grnd, and flp thr ys-less wngs; the wldst brts km tm and trm-el-s; and vprs krld and twnd thm-selves mng the mlttd; hs-ing but stng-less—tha wr sln fr fd; and Wr, wch fr a mm-ent wz no mr, dd glt hm-self gn;—a ml wz bt wth bld, and ech st sln-ly prt, grj-ing hm-self in glm: no lv wz lft; al rth wz bt wn tht—and tht wz dth, mdt and in-glrs; and the png uv fmn fd pn al en-trls—mn dd, and thr bns wr tmb-less as thr flsh; the mg-er by the mg-er wr de-vrd, vn dgs sld thr mst-er-s, al sv wn, and he wz fth-ful to a krs, and kpt the brds and bsts and fm-ish-ed mn at ba, til hng er klng thm, or the drp-ing dd lrd thr lnk js; hm-self st out no fd, but wth a pts and per-ptl mn, and a kwk des-lt kri, lk-ing the hnd wch ns-ered nt wth a kr-es—he dd. The krd wz fm-ish-d bi de-grs; bt to uv an nrms sti dd srvv, and tha wr nms; tha mt bsd the dng mbrs uv an lt-er pls wr hd bn hpd a ms uv hl thngs fr an un-hl sj; tha rkd up and shv-er-ing skrp-ed wth thr kld skl-ton hnds the fbl shs, and thr fbl brth bloo fr a ltl lf, and md a flm wch wz a mk-ry; thn tha lftd up thr iz as it gr ltr, and bh-ld ech thrs spkts—sau, and shrkd, and dd—vn uv thr mchl hds-ness tha dd—un-ning hoo he ws pn hoos br Fmn hd rtn Fnd. The wrld wz vd, the ppls and the pr-ful wz a lmp—szn-less, rb-less, tr-less, mn-less, lf-less—a lmp uv dth—a k-s uv hrd kla. The rvrs, lks and shn al std stl, and nth-ing st-rd wthn thr sl-ent dpths; shps, slr-less, la rt-ing on the se, and thr msts fl dn psml; as tha drpd tha slpt pn the abis wtht a srj—the wvs wr dd; the tds wr in thr grv, th Mn, thr mstrs, hd ex-prd bfr; the wnds wr wth-er-d in the stgn-ant ar, and the klds prshd! Drk-ness hd no nd uv ad frm thm—She wz the Yn-verse.—⌊Byron.

THE END.

ERRATA AND OMISSIONS.

On page 3 read "particular *passage* of language" for "particular *piece* of language."

The prefixes te, de, etc., are written before marks commencing with an S-circle as well as when they commence with the L and R hooks, as explained on page 7.

The affix representing ver, vers and verse is distinguished from the one signifying ever and soever by being made heavy, the latter being light.

A short vertical mark anywhere between the consonant-sets indicates I, eye or aye. It will sometines be necessary to join I to words having only one consonant, as "do," "am," "see," "know," etc. If "I do" is required, a vertical mark is made between the sets and then continued to the right, ending on D, thus, ⌊— ; "I am," the same kind of a mark ening on M; "I see," ending on S; "I know," ending on N; "I go," ending on G, etc. "Do I" is expressed by a mark beginning on D, continued to the right to the blank between the sets, and then downward, thus, —⌐. "Am I" is made by the same kind of a mark beginning on M; "as I," beginding on S, etc.

The prefix super is a curve around the beginning of the mark, thus, ⊂——; the affix mous is the same kind of a curve at the end of a mark, thus, ——⊃. Mag, magna or magni at the beginning of a word is signified by a curved mark through the beginning of a consonant mark, thus, ∩—— . Sub may be expressed by an S-circle on B, separated from the remainder of the word in many instances.

When "the" or "he" follows a word ending with an S-circle it is sometimes made with an angular tick, thus, ——⌒. "A," "an" or "and" may be given by a tick forming a right angle with the consonant-mark, thus, ——⌐. Sts is made by adding an S-circle to the st mark, thus, —⌒.

In rapid note-taking a mark from Th to W may indicate "the way" or "they were." Numerous combinations of "of," besides those already mentioned, can be made with V. "Of course" can be made thus, VKRS; "of loans" or "of lines," VLNS, and "of roads," VRDS. The L and R hooks may be used in the latter three illus-

trations if deemed preferable. "As is" is expressed by an S-circle on S, and "is as" by a line from the S in one set to the S in the next.

"I do not" is expressed by a vertical mark in the space between the consonant-sets, extending from the top half way to the bottom; "I did not" by a mark beginning in the center of the space and extending to the bottom of the sets.

"And his" is written by a mark from the middle of the space between the consonants and ending with an S-circle on H.

Single letters, or the initials to proper names, are made by marks beginning on the consonants and extending to about the center of the space above or below the line of consonants. The letter E is indicated by a dot above Th or below Z.

A consonant is doubled at times by disjoining a mark. If "can never" is required a mark from K to N and then another mark from the same N (instead of the N in the next set) to V will give it. "But tell," BT TL; "very rash," VR RSh; "path through," PTh ThR, etc., may be similarly expressed.

Combinations of "how" are made with marks beginning on H. "How long" can be made by a mark commencing with the L hook on H and ending on Ng; "how rash," by a mark beginning with the R hook on H and ending on Sh.

"Think it" may be expressed by a mark from Th to Ng with a t mark at the end. "At" and "to" are frequently indicated as "it" is in this instance.

Let the student practice on the most difficult words until they can be written as readily as the simple ones.

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